# OKLAHOMA SCHOOL TESTING PROGRAM

## PARENT, STUDENT, AND TEACHER GUIDE

## ENGLISH LANGUAGE ARTS & MATHEMATICS

## 2021–2022 GRADE 6

OKLAHOMA Education

# Oklahoma School Testing Program
# Administration Dates

## 2021–2022 School Year
## Mathematics and English Language Arts

## Online Testing Window
## April 20–May 17, 2022

## Paper Testing* Window
## April 20–May 3, 2022

*under special circumstances only

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JOY HOFMEISTER
STATE SUPERINTENDENT *of* PUBLIC INSTRUCTION
OKLAHOMA STATE DEPARTMENT *of* EDUCATION

Dear Families and Educators,

In order to expand instructional time and optimize student learning, the Oklahoma School Testing Program (OSTP) takes place in the final weeks of the school year for elementary and middle school students. Districts may select the dates that best fit their academic calendars within the approved testing window located at https://sde.ok.gov/office-assessments. Preliminary test results will be available online in June to families through the Oklahoma Parent Portal.

To access the Oklahoma Parent Portal and view past or new test results for your student, visit https://okparentportal.emetric.net/login. To create an account, you will need your student's 10-digit Student Testing Number (STN) and date of birth. If you do not know your student's STN please contact your student's school. The Oklahoma Parent Portal can help families monitor academic progress over time as well as provide specific information on needed support or enrichment to keep the momentum building.

For an overview of the tests and digital version of the OSTP Parent, Student and Teacher Guides please visit https://sde.ok.gov/oklahoma-school-testing-program-ostp-families. In the guides, you will find an explanation of what is covered in each test and sample questions to become familiar with the test format. These will help you and your student understand what to expect.

OSTP tests measure your student's progress in learning the Oklahoma Academic Standards for English language arts, mathematics and science. To learn more about the subject standards, which show what students should know and be able to do in each grade level, please visit https://sde.ok.gov/oklahoma-academic-standards.

If you have questions, please contact your school or the State Department of Education at (405) 521-3341 or assessments@sde.ok.gov.

Sincerely,

Joy Hofmeister
State Superintendent of Public Instruction

2500 North Lincoln Boulevard, Oklahoma City, OK 73105-4599 • (405) 521-3301 • Joy.Hofmeister@sde.ok.gov

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# THE OKLAHOMA SCHOOL TESTING PROGRAM

Federal law requires all students to be assessed in English Language Arts (ELA) and Math each year in Grades 3–8 and once in high school. Federal law also requires students to be assessed in Science once in Grades 3–5, 6–9, and 10–12. The grade and subject level tests delivered through the Oklahoma School Testing Program (OSTP) meet federal law. Oklahoma educators were instrumental in building our state tests to ensure alignment to our Oklahoma Academic Standards (OAS). State tests provide a common measure of students' performance relative to our academic standards. The Oklahoma Academic Standards (OAS) serve as a road map for what students should know and be able to do at each grade-level. Measuring real-world skills like problem-solving and critical thinking, state tests provide a valid way to measure students' progress in gaining the knowledge, skills, and abilities they need to be ready for the next grade, course, or level. Results from state tests can be used to inform school or district level changes to programs and curriculum. They also help schools measure how students in a given class, school, or district are performing in relation to other students who take the same test. As such, OSTP State Tests serve as a component of the state's accountability system—the Oklahoma School Report Card.

This year, students in Grade 6 will take assessments in English Language Arts (ELA) and Mathematics. This *Parent, Student, and Teacher Guide* contains information to give you an idea of what your student is learning and being tested on and how you can help at home.

## Helping Your Student Prepare

As a parent, there are a number of ways that you can support your student's learning habits on a daily basis that will help him or her be more prepared when it's time to be tested.

Here are some ideas to consider before your student takes a test.

- Make sure your student gets plenty of rest and has a well-balanced diet.
- Reassure your student that the test is just one opportunity to show what he or she knows. Classwork, projects, and other tests also show how much a student has learned throughout the year.

# GRADE 6 ENGLISH LANGUAGE ARTS (ELA)

## What is my student learning?

Sixth-graders will read a variety of pieces of writing, including books, plays, biographies, poetry, myths, legends and informational and technology-based content. At this age, students are able to understand how authors support their ideas and are looking at the structures of sentences and paragraphs to determine how they help develop a piece of writing. Sixth-graders can provide evidence like facts, examples and details to support their ideas and opinions and are expanding their vocabulary as they learn new words.

### How can I help my student at home?

- Discuss whose point of view the story is told from and how it would change if another character told the story.
- Encourage your child to read multiple pieces of writing on one topic and discuss their similarities and differences.
- Ask questions about what they are reading or watching and ask them to provide examples to support their answers.
- Write a thank-you card by hand to someone who has been kind or helpful to you.
- Discuss interesting words, such as those with many meanings, the same or opposite meanings and those that sound or are spelled alike.

## How can I help increase my student's reading comprehension?

Reading is a building block for success in all school subjects and a critical skill that develops with time and practice. Encourage your child to read for pleasure, and be a good role model by reading things you enjoy.

Use the following questions to help sixth-graders understand what they are reading.

**Before Reading**

- Are you keeping a list of books you have already read? Why would it be good to keep a list like that?
- How is this book like another book you have read or a movie you have seen?
- Why did you pick this book?

**During Reading**

- As you are reading, what questions do you have for the author?
- How does this book remind you of a book you have already read or something you already know?
- What resources can you use to understand words you aren't familiar with?

**After Reading**

- How did the setting of the story affect the characters and plot?
- What was the theme of the book? What lesson do you think the author wanted the reader to learn?
- How would you rewrite the ending to the story? Why would you change it?

# English Language Arts Practice Questions

The OSTP Grade 6 ELA Assessment consists of selected-response (multiple-choice) and short constructed response questions designed to measure our Oklahoma Academic Standards. The practice questions you see here represent the types of questions and interactions your student will see when they take the state test. The tests are designed to be administered on the computer and feature a variety of tools and interactive questions that are more engaging and aligned with 21st century teaching and learning practices. The OSTP Practice Test platform can be accessed using the information shown below:

**URL:** https://okpracticetest.cognia.org/student/login

Login credentials are not required for the Practice Test. Use the drop-down menu under "Select a Test" to select OSTP Practice Test. Then click "Go."

**Note:** If login credentials are requested, clear your browser's cache and relaunch the Practice Test.

A student's performance on the sample items provided in the OSTP Practice Test platform and in this guide does not predict their overall performance on the OSTP Assessment. The purpose of the sample items is to allow students and parents to familiarize themselves with the types of questions that may be seen. An explanation as to why a particular response is correct or incorrect is located at the end of this guide with the answer key.

For more information about the Grade 6 ELA Standards and/or Assessment, visit the Test and Item Specs at https://sde.ok.gov/sites/default/files/documents/files/OK_21-22_TIS_ELA_G6_ADA.pdf.

# Directions

**Read each question and choose the best answer. Then mark your answer on the answer document. Make sure you find the question number on the answer document that matches the question number in the English Language Arts Test.**

**You will now read two related passages and answer the questions that follow. Some of these questions may ask you to compare the two passages.**

## The Pirate Queen

1 For generations, pirates have been the subjects of legends filled with peg legs, eye patches, and parrots. But there was once a very notorious pirate who is said to have broken every mold.

2 Grace O'Malley was born in Ireland in 1530 with a yearning for the sea. Her father was a sailor, just like his father before him, and she had seen him set sail many times. More than anything, Grace wanted to go with him. When her mother refused to let her go, saying that the sea was no place for young ladies, Grace angrily cut off her long hair in protest. Her family mocked her, nicknaming her "Grace the Bald."

3 In those days, young ladies were supposed to get married and have children, and Grace did just that. She and her husband, Donal O'Flaherty—a sea-goer himself—had two sons and a daughter. But being a wife and mother didn't suppress Grace's longing for the sea, and she soon took charge of her husband's fleet.

4 At that time, Ireland was falling under English rule. England was enforcing new restrictions, making it unlawful for the Irish to transport goods at sea—which took away the livelihoods of many Irish citizens. Grace believed this was unfair and refused to accept it. Whenever a merchant ship would pass by on its way to trade at the large port of Galway, Grace would sail out in one of her fastest galleys, intercept the ship, and demand that they pay a fee for safe passage. If they refused, she would signal her men to board the ship and take its cargo.

5 When her husband died, the law said that Grace was supposed to be given a portion of his property. However, women didn't have many rights back then, and the law was ignored. With no husband and no business, Grace decided to take several hundred faithful followers and set up her own pirate fortress on Clare Island, off the coast of Ireland. The island provided the perfect location from which to monitor the waters along the coast and continue to pirate passing merchant ships.

6 Grace wanted to control the entire island—and she did, except for one bothersome little section known as Rockfleet Castle, which was owned by a man named Dick Burke. In a clever business move, Grace arranged to marry Burke, with the agreement that after one year, they could end the marriage

GO ON ▶

if they wanted. When the year was up, Grace is said to have shut herself up in the castle, refusing to come out and sending her husband away.

7 When Grace was in her sixties, her sons and brother were taken prisoner in England. Feisty as ever, Grace boldly set sail for England and visited the queen there, asking for their release. It must have been a sight to see: Grace the pirate, clothed in her finest, standing there among England's richly dressed ladies and gentlemen of the court.

8 But amazingly, the queen seemed to take a liking to Grace, and they became allies of sorts. The queen agreed to the release of Grace's family, and Grace agreed to fight for the queen's interests at sea.

9 Perhaps the Queen of England felt that Grace's skills at sea would serve England well. Or perhaps she recognized in Grace the rare spirit of independence that she herself possessed. Either way, Grace lived out the rest of her life sailing the seas, just as she had always wanted to.

**Read this passage, which goes with the previous passage. Then answer the questions that follow.**

## Grace O'Malley

Born in a castle close to the sea
In the long-ago year of 1530,
Was a fierce little babe named
Grace O'Malley.

A proper young lady she did not want to be
And she chopped off her hair so she could sail the high seas.
Grace learned to manage a great ship or two
And lead with great skill the unruly crew.

As a result of life's cruel fates
Grace moved with her people and built new gates.
She watched the sea with an eagle eye
Ships paid her taxes or did not go by.

Grace met with a queen dressed in her best
To save some family from early eternal rest.
The queen and Grace became friends
And remained so until their ends.

GO ON ▶

**1** **The main conflict in "The Pirate Queen" is between Grace and**

**A** herself.

**B** society.

**C** nature.

**D** family.

**2** **Which detail from "The Pirate Queen" best supports the author's perspective that Grace O'Malley was a courageous leader?**

**F** "When her mother refused to let her go, saying that the sea was no place for young ladies, Grace angrily cut off her long hair in protest."

**G** "With no husband and no business, Grace decided to take several hundred faithful followers and set up her own pirate fortress on Clare Island, off the coast of Ireland."

**H** "In a clever business move, Grace arranged to marry Burke, with the agreement that after one year, they could end the marriage if they wanted."

**J** "Either way, Grace lived out the rest of her life sailing the seas, just as she had always wanted to."

**3** **In "The Pirate Queen," how did the author mainly structure the information in the selection?**

**A** by comparing O'Malley to other pirates of the time

**B** by organizing the events of O'Malley's life in sequential order

**C** by describing the problems O'Malley faced as a female pirate

**D** by explaining what caused O'Malley to set up her own fortress

**4** **Explain why Grace O'Malley felt the need to rebel. Provide evidence from the passages to support your answer.**

**Read this passage. Then answer the questions that follow.**

## The Okmulgee Pecan Festival

1 Every year something big happens in Okmulgee, Oklahoma. Thousands of guests flock to the town. How does this small place lure so many visitors? Simple. Each June they bake the world's biggest pecan pie. Then they invite everyone in the state to come enjoy a piece! The result is a fun time and full stomachs for everyone.

2 Okmulgee lies just off US Highway 75. It's a hop, skip, and a jump from Tulsa, and it's a short two-hour drive from Oklahoma City. Most of the time, Okmulgee is a quiet, little town. However, that changes each June when the Okmulgee Pecan Festival opens. It transforms the town into one of Oklahoma's most famous sites.

3 Although the festival has gone on for years as a local celebration, it didn't become famous until the late 1980s. In the early 1980s, Okmulgee held a friendly contest with a town in Georgia. The two towns competed to see who could make the largest pecan pie. They passed the title back and forth many times over the years.

4 Then in 1989, Okmulgee became serious about the competition. The town invited people from the local campus of Oklahoma State University to help. Together the town and the school's culinary (cooking) department claimed a big victory.

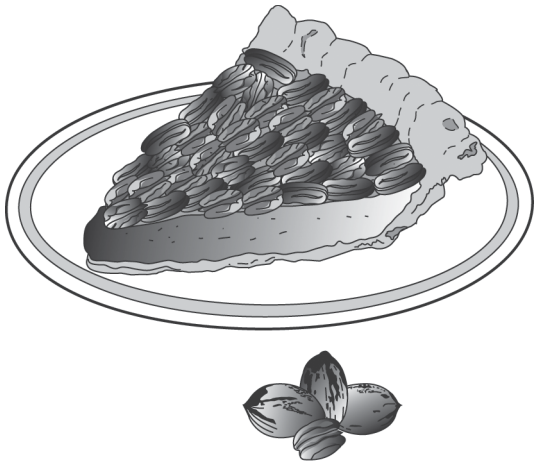
5 The winning pie measured nearly 42 feet across. That is about as long as a school bus. It weighed 14 tons. That's heavier than a full-grown African elephant! The list of ingredients included 77,700 cups of flour and more than 64,000 eggs. The main ingredient, of course, was more than 3,000 pounds of shelled pecans.

6 Since 1989, Okmulgee has claimed more pecan prizes. It now owns world records for largest pecan brownie, largest pecan cookie, and biggest pecan party. Its festival is famous throughout the state.

7 Kris Williams, who led the 2004 festival planning team, wants to keep it that way. "Our festival has long been one of the best in the state," he said. "We want to keep it one of the best."

GO ON ▶

8 To reach that goal, the planning team keeps adding to the festival. The festival now boasts more than the giant pie. Live music, arts and crafts booths, and a carnival are part of the annual event. There is surely something at the festival to satisfy everyone's craving!



**5** **What is the <u>main</u> idea of paragraphs 6 through 8?**

**A** The Okmulgee Pecan Festival has been held since 1989 and owns world records for the largest pastries ever baked.

**B** The Okmulgee Pecan Festival appeals to a wide audience because there are many different activities.

**C** The Okmulgee Pecan Festival has a reputation for being an outstanding festival because of constant efforts by the planning teams.

**D** The Okmulgee Pecan Festival planning team meets every year to make sure the festival continues to be the best in the state.

**6** **Which fact from the passage best supports the argument that the Okmulgee Pecan Festival is one of the best in the state?**

**F** The result is a fun time and full stomachs for everyone.

**G** Together the town and the school's culinary (cooking) department claimed a big victory.

**H** That's heavier than a full-grown African elephant!

**J** It now owns world records for largest pecan brownie, largest pecan cookie, and biggest pecan party.

**7** **Which detail would be the least important to include in a summary of this passage?**

**A** Kris Williams led the planning team in 2004.

**B** Each year, thousands of tourists visit Okmulgee for the pecan festival.

**C** Since 1989, the pecan festival has claimed other prizes for Okmulgee.

**D** The Okmulgee Pecan Festival is held each year during the month of June.

**8** **The tone of the passage is mainly**

**F** curious.

**G** persuasive.

**H** welcoming.

**J** enthusiastic.

**A student wrote a report on the famous performer Will Rogers. Read the first part of the report, think about what suggestions you would make, and then answer the question.**

## The Life of Will Rogers—Part 1

In the early 1920s, people needed something to make them smile. The events of World War I remained fresh in American minds, and many people had suffered through illness during a terrible flu epidemic. To make matters worse, people was worried about their jobs. Into this gloomy picture rode Will Rogers. Rogers did more than just make people smile; he made them laugh out loud. His charm and humor made him America's favorite cowboy.

William Penn Adair Rogers was born in Oklahoma in 1879. Rogers was not sure what kind of career he wanted. He decided not to make a decision right away. Instead, Rogers spent his early adult years traveling to different places and working different jobs. In 1902, he traveled to South Africa where he trained horses for the British Army. He also performed as a trick roper in "Texas Jack's Wild West Circus." He called himself the "Cherokee Kid" for this show.

**9** **What change, if any, should be made to the verb <u>was worried</u> in lines 3 and 4?**

**A** are worried

**B** am worried

**C** were worried

**D** no change

**Read the next part of the report, think about what suggestions you would make, and then answer the question.**

## The Life of Will Rogers—Part 2

Rogers continued performing as a trick roper even after he returned to the United States. For nearly ten years, he traveled with the Wirth Brothers Circus. Then, in 1915, he received a lucky offer. Legendary showman Florenz Ziegfeld asked Rogers to appear in one of his stage shows. The show was called the Ziegfeld Follies. The appearance was supposed to last only one week, but Rogers was a big hit with the crowds. Ziegfeld asked him to stay with the show, and he continued performing in the follies for several months.

Rogers did excellent rope tricks, but he was more popular for his humor than his roping. Rogers realized that performing in the follies was different from doing tricks for the circus. The circus traveled from town to town. Even when it played the same town for several days different people watched the shows. This meant Rogers could perform it over and over again.

**10** **What change, if any, should be made to days different in line 23?**

**F** days, different

**G** days: different

**H** days; different

**J** no change

STOP

## What is my student learning?

In sixth grade, the mathematical skills and understanding your child is developing will be key foundations for college and career readiness. These include working with ratios and rates and with the building blocks for algebra, variables and variable expressions.

### How can I help my student at home?

- Ask your child to look at the same item at the store in two different sizes and determine which size is the best value.
- Pick out four items for sale at a store and ask your child to calculate the mean (average) cost of the four items and how the mean changes if an item is removed.
- Show your child how fast you are driving and ask how long it will take to get home at that rate of speed if you are 20 miles away.
- Calculate how much the temperature has changed over the course of the day.
- Create story problems from real-life situations. For example, at the fair, if it costs $5 to get in and $1.50 per ride, how many rides can you have for $20?

## How can I help increase my student's math curiosity?

Cultivate your child's curiosity with guiding questions like these:

- Do you think there are fake numbers? Why or why not?
- What would happen if we didn't have the number zero?
- If you could give one gift to every child in the world, what gift would you give and why?

Your child will have plenty of questions. It's okay if you don't have the answer every time. The best response is always, "Let's find out together."

**Questions to ask your Sixth Grade Math Student:**

- *At the grocery store:* Which size of this item is the better deal?
- *At the store:* Would the mean, median, or mode give me the best estimate of what I would pay for each of these items? Why do you think so?
- *On the drive home:* If I'm going 50 mph and home is 20 miles away, how long is it going to take to get there?
- *Commenting on the weather:* By how many degrees did the temperature change in the last several hours/days/weeks/months?
- *At the fair:* If it costs $1.25 per ride, how many rides can I go on if I have $20 total?
- *At home:* Find the total area of our floors.

## Mathematics Practice Questions

The OSTP Grade 6 Mathematics Assessment consists of selected-response (multiple-choice) and technology enhanced items (TEIs) designed to measure our Oklahoma Academic Standards. The practice questions you see here represent the types of questions and interactions your student will see when they take the state test. The tests are designed to be administered on the computer and feature a variety of tools and interactive questions that are more engaging and aligned with 21st century teaching and learning practices. The OSTP Practice Test platform can be accessed using the information shown below:

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Students in grade 6 will have access to a reference sheet as well as to a scientific calculator to use during the mathematics assessment. The reference sheet is available at oklahoma.onlinehelp.cognia.org/reference-sheets/. For the calculator policy, visit https://sde.ok.gov/documents/ostp-accommodation-manuals-companion-documents.

For more information about the Grade 6 Math Standards and/or Assessment, visit the Test and Item Specs at https://sde.ok.gov/sites/default/files/documents/files/OK_21-22_TIS_Math_G6_ADA.pdf.

# Directions

**Read each question and choose the best answer. Then mark your answer on the answer document. Make sure you find the question number on the answer document that matches the question number in the Mathematics Test.**

**1** **A bag contains 12 yellow tiles and 12 blue tiles. A student will choose one tile from the bag without looking. Which word(s) describe the probability of choosing a blue tile from the bag?**

**A** likely

**B** certain

**C** impossible

**D** equally likely

**2** **In a survey of 292 students, about 9.9% have attended more than one play. Which is closest to the number of students in the survey who have attended more than one play?**

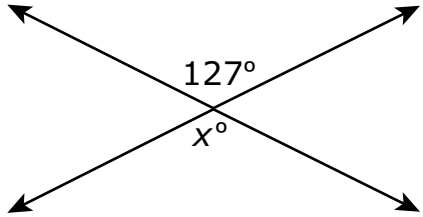
**F** 3 students

**G** 10 students

**H** 20 students

**J** 30 students

**3** **Two lines intersect in the diagram shown below.**




**What is the value of *x*?**

**A** 37

**B** 53

**C** 127

**D** 217

**4** **The table shows the total number of pictures Cal took by the end of each week.**

**Cal's Pictures**

| Week ($w$) | Total Number of Pictures |
|---|---|
| 1 | 4 |
| 2 | 8 |
| 3 | 12 |
| 4 | 16 |

**Based on this pattern, which expression can be used to find the total number of pictures Cal took by the end of $w$ weeks?**

**F** $2 \cdot w$

**G** $4 \cdot w$

**H** $w + 12$

**J** $4 \cdot w + 4$

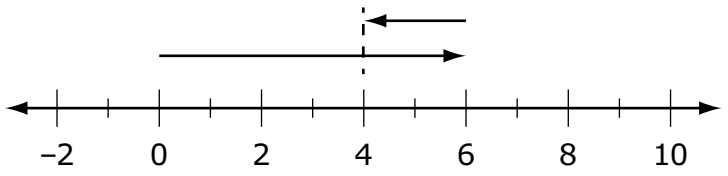
**Use this information to answer the following two questions.**

**Three expressions are shown.**

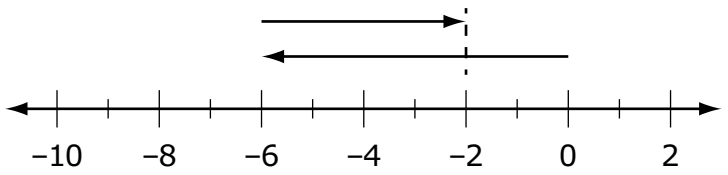
| | |
|---|---|
| **Expression 1** | −6 + 4 |
| **Expression 2** | 1.5(9 − 7) |
| **Expression 3** | 4.6 ÷ 2 |

**5** **Which number line represents Expression 1?**

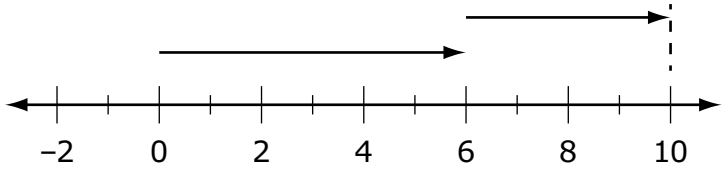
**A**



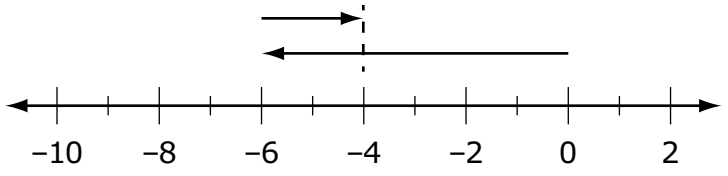

**B**




**C**




**D**



**6** **What is the sum of Expression 2 and Expression 3?**

**F** 3.8

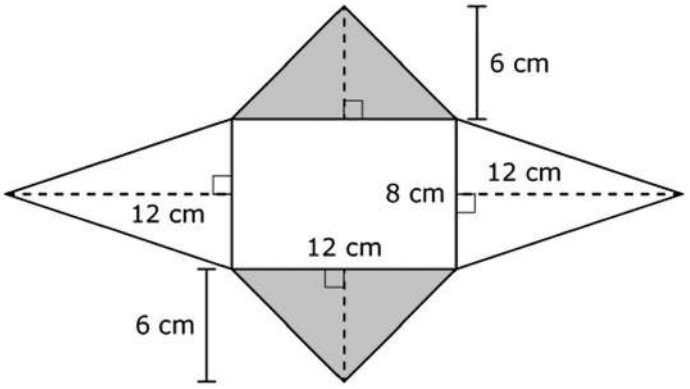
**G** 5.3

**H** 7.3

**J** 17.3

## 7

Antoine created the figure shown using four isosceles triangles and one rectangle.




**Select the number for each measure to complete the sentences.** To select a number, click the menu and then click the desired number. To choose a different number, click the menu and click the new number.

The area of each smaller triangle is -Select an Answer- square centimeters ($cm^2$).

- 9
- 18
- 36
- 72

The area of each larger triangle is -Select an Answer- square centimeters ($cm^2$).

- 20
- 40
- 48
- 96

The total area of the figure is -Select an Answer- square centimeters ($cm^2$).

- 40
- 48
- 96
- 180
- 264

GO ON ▶

## 8

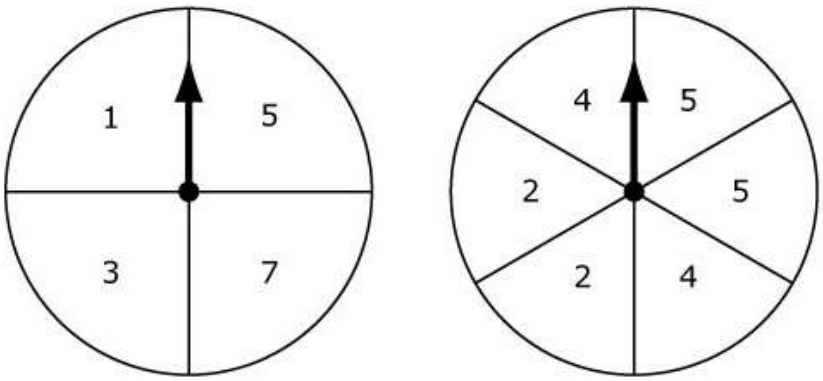
**Drag the integers into the spaces in order from least to greatest.** To drag an integer, click and hold the integer, and then drag it to the desired space. To change an integer, click and hold it, and then drag it back to the desired space.

□ < □ < □ < □

7 −8 0 −6

## 9

Trevor spins the pointer on each of these spinners.




**Select the events (left spinner, right spinner) that are members of the sample space for Trevor's spins.** To select an event, click the event. To deselect the event, click it again.

| | | | |
|---|---|---|---|
| (2, 2) | (1, 3) | (odd number, even number) | (3, 4) |
| (7, 1) | (odd number, odd number) | (5, 5) | (even number, even number) |

**10**

**Match the expression in the left column to each equivalent expression in the right column.** To connect expressions, click an expression in the left column and then an expression in the right column, and a line will automatically be drawn between them. To remove a connection, hold the pointer over the line until it turns red, and then click it. Each expression in the left column matches to only one expression in the right column.

| | |
|---|---|
| 5(6 + 8) | 40 + 48 |
| 48 + 30 | 8 + 30 |
| (5 + 6) x 8 | 6(5 + 8) |
| 5 + 48 | 40 + 30 |
| 6 x 5 + 8 | 5 + 6 x 8 |

STOP

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| English Language Arts | | |
|---|---|---|
| **Number** | **Reporting Category** | **Item Distractor Rationales** |
| 1 | Critical Reading/Writing | A. Grace did not have a conflict with herself. She was an independent woman and proved she had a mind of her own when she handled her husband's fleet and started her own pirate fortress.<br>**B. Correct. During Grace's time, society expected women to marry and have children. Women had very limited rights, and though Grace was supposed to inherit a portion of his property, the law was not enforced. Grace fought against these laws of society when she became a pirate.**<br>C. Though Grace spent a great deal of time on the sea with her businesses, there is nothing in the selection that indicates there was any conflict between her and nature.<br>D. Although Grace's mother would not allow Grace to sail with her father, the main conflict that Grace had was with society, not her family. |
| 2 | Critical Reading/Writing | F. This evidence might show that she was courageous to go up against her mother by cutting off her hair, but it does not show that she was a courageous leader.<br>**G. Correct. A person who will go out on her own without any resources to help her and to establish her own fortress while being responsible for hundreds of others is an example of a courageous person.**<br>H. This evidence does not demonstrate her courageous leadership abilities, just her business acuity.<br>J. This does not show her courageous leadership abilities but does show a fulfillment of her lifelong dream. |
| 3 | Critical Reading/Writing | A. The passage does not detail a comparison of O'Malley to other pirates other than her station in life as a female, so this is not how the passage is structured overall.<br>**B. Correct. Since this is a biography about O'Malley's life, the selection is organized with dates and transition words to provide a sequential order about her life.**<br>C. The passage does infer some problems that O'Malley faced because she was a female, but this is not how the passage is structured overall.<br>D. The passage does detail why O'Malley made the decision to set up her own pirate fortress, but this is not how the passage is structured overall. |

<table>
<tr><th colspan="3">English Language Arts</th></tr>
<tr><th>Number</th><th>Reporting Category</th><th colspan="2">Item Distractor Rationales</th></tr>
<tr><td rowspan="6">4</td><td rowspan="6">Critical Reading/Writing</td><td>Score</td><td>Description</td></tr>
<tr><td>2</td><td>The response fulfills the requirements of the task by explaining why Grace O'Malley felt the need to rebel and includes relevant details to support the response.</td></tr>
<tr><td>1</td><td>The response fulfills the requirements of the task by explaining or attempting to explain why Grace O'Malley felt the need to rebel, or the response provides incomplete or irrelevant evidence from the passage to support a valid explanation.</td></tr>
<tr><td>0</td><td>The response does not fulfill the requirements of the task. The response is incorrect, irrelevant, or missing.</td></tr>
<tr><td>Blank</td><td></td></tr>
<tr><td colspan="2">Possible Response:<br>· Grace felt it was important to take direct actions against whoever or whatever she thought was being unfair.<br><br>Possible Evidence for Support:<br>She cut her hair off when her mother told her she could not go with her father because that was not ladylike behavior.<br>· "When her mother refused to let her go, saying that the sea was no place for young ladies, Grace angrily cut off her long hair in protest." (paragraph 2)<br>She robbed the English merchant ships if they didn't pay a fee for safe passage because of the laws not allowing the Irish to transport goods at sea.<br>· "Whenever a merchant ship would pass by on its way to trade at the large port of Galway, Grace would sail out in one of her fastest galleys, intercept the ship, and demand that they pay a fee for safe passage. If they refused, she would signal her men to board the ship and take its cargo." (paragraph 4)<br>She went to a remote island and set up her own pirate business because of the laws ignoring women's rights to own property.<br>· "With no husband and no business, Grace decided to take several hundred faithful followers and set up her own pirate fortress on Clare Island, off the coast of Ireland." (paragraph 5)<br>When her sons and brothers were taken as prisoners to England, she went in person to ask the queen for their release.<br>· "Feisty as ever, Grace boldly set sail for England and visited the queen there, asking for their release." (paragraph 7)<br>Other responses are acceptable if supported by relevant details from the text.</td></tr>
<tr><td>5</td><td>Reading/Writing Process</td><td colspan="2">A. This is a detail from these paragraphs, not the main idea.<br>B. This is a detail from these paragraphs, not the main idea.<br>C. Correct. This statement provides the main idea of paragraphs 6–8 as they detail the festival's accomplishments and the commitment of the planning committee.<br>D. This is a detail from these paragraphs, not the main idea.</td></tr>
<tr><td>6</td><td>Critical Reading/Writing</td><td colspan="2">F. This claim does not support the argument that this festival is the best in the state.<br>G. This claim does not support the argument that this festival is the best in the state.<br>H. This claim does not support the argument that this festival is the best in the state.<br>J. Correct. Winning world records supports that the festival must be one of the best in the state.</td></tr>
</table>

| English Language Arts | | |
|---|---|---|
| **Number** | **Reporting Category** | **Item Distractor Rationales** |
| 7 | Reading/Writing Process | **A. Correct. Who led the team in 2004 is not an important detail to include in a summary about this festival and what makes it unusual.**<br>B. This detail is important because it provides the reader with the enormity of the attendance at the festival.<br>C. This detail is important because it provides the length of time that the festival has been receiving prizes.<br>D. This detail is important because it provides the time of year the festival is available. |
| 8 | Critical Reading/Writing | F. There may be some curiosity by the readers as they first begin to read about this huge pie, but the tone of the passage is not "curious."<br>G. This passage is not trying to persuade anybody to do or believe anything.<br>H. Though the passage is definitely upbeat in regards to inviting everyone in the state to share in a piece of the pie, the tone "welcoming" does not describe the passage overall.<br>**J. Correct. The passage reflects a tone of "enthusiasm" throughout as it describes the history and accomplishments of the festival.** |
| 9 | Language | A. Because the subject "people" is plural and the sentence is in the past tense, the use of "are" is incorrect.<br>B. Because the subject "people" is plural and the sentence is in the past tense, the use of "am" is incorrect.<br>**C. Correct. For correct subject and verb agreement, the auxiliary "were" is the correct form to use with the past tense verb "worried" to agree with the plural subject "people."**<br>D. Because the subject "people" is plural and the sentence is in the past tense, the use of "was" is incorrect. |
| 10 | Language | **F. Correct. Because this is a complex sentence, a comma is the correct punctuation for separating the introductory dependent clause from the independent clause.**<br>G. Because this is a complex sentence with the dependent clause appearing first, a comma is needed, not a colon.<br>H. Because this is a complex sentence with the dependent clause appearing first, a comma is needed, not a semicolon.<br>J. Because this is a complex sentence with the dependent clause appearing first, a comma is needed to separate the two clauses to avoid a run-on sentence. |

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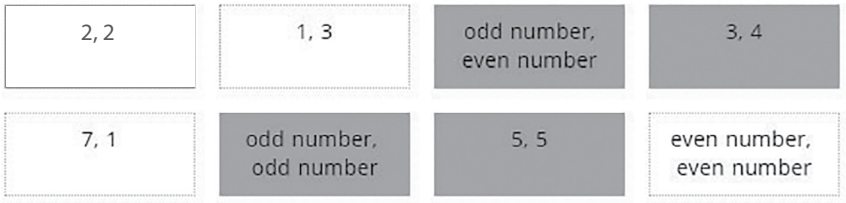
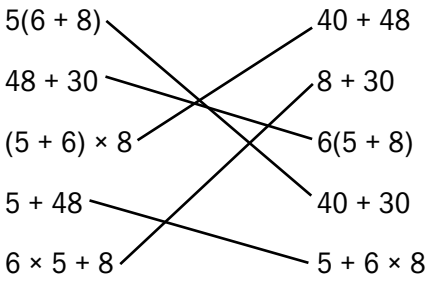
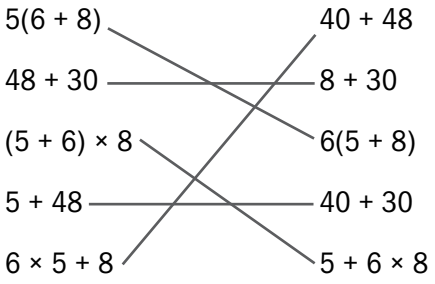
| Mathematics | | |
|---|---|---|
| **Number** | **Reporting Category** | **Item Distractor Rationales** |
| 1 | Data & Probability | A. The student confused likely and equally likely.<br>B. The student did not know what certain meant.<br>C. The student did not know what impossible meant.<br>**D. Correct. The student demonstrated an ability to represent the outcome of an event using a probability continuum from impossible to certain.** |
| 2 | Number & Operations | F. The student confused 10% and 1%.<br>G. The student thought 10% was the same as 10 students.<br>H. The student rounded 292 to 200.<br>**J. Correct. The student demonstrated an ability to apply the relationship between ratios and percents to solve a problem with a real-world context.** |
| 3 | Geometry & Measurement | A. The student computed 180 − 127 = 53 and then 90 − 53 = 37.<br>B. The student thought the two angles were supplementary.<br>**C. Correct. The student demonstrated an ability to use the relationships between angles formed by intersecting lines to identify an angle measure.**<br>D. The student thought the difference of the two angles must be 90. |
| 4 | Algebraic Reasoning | F. The student saw that the total number of pictures doubled from week 1 to week 2.<br>**G. Correct. The student demonstrated an ability to represent a real-world situation using an expression involving a variable.**<br>H. The student added the values from week 1 and week 2 to get 12.<br>J. The student thought you had to add the 4 from week 1. |
| 5 | Number & Operations | A. The student confused −6 + 4 and 6 − 2.<br>**B. Correct. The student demonstrated an ability to illustrate an addition expression on the number line.**<br>C. The student confused −6 + 4 and 6 + 4.<br>D. The student confused −6 + 4 and −6 + 2. |
| 6 | Algebraic Reasoning | F. The student computed 1.5 + 2.3, ignoring the (9 − 7).<br>**G. Correct. The student demonstrated an ability to evaluate an expression applying the order of operations.**<br>H. The student made a calculation error.<br>J. The student made a calculation error. |

| Mathematics | | |
|---|---|---|
| **Number** | **Reporting Category** | **Item Distractor Rationales** |
| 7 | Geometry & Measurement | **Sample Distractor Rationales:**<br>**Correct**<br>The area of each shaded triangle is 36 square centimeters ($cm^2$).<br>The area of each unshaded triangle is 48 square centimeters ($cm^2$).<br>The total area of the figure is 264 square centimeters ($cm^2$).<br>**Incorrect**<br>The area of each shaded triangle is 72 square centimeters ($cm^2$).<br>The student used $A = B \times h$ for the area of a triangle.<br>The area of each unshaded triangle is 96 square centimeters ($cm^2$).<br>The student used $A = B \times h$ for the area of a triangle.<br>The total area of the figure is 264 square centimeters ($cm^2$).<br>The student used $A = B \times h$ for the area of a triangle and then only found the area of the rectangle and two triangles.<br><br>The area of each shaded triangle is 18 square centimeters ($cm^2$).<br>The student found the area of half of the triangle because the triangle is divided by a dashed line.<br>The area of each unshaded triangle is 24 square centimeters ($cm^2$).<br>The student found the area of half of the triangle because the triangle is divided by a dashed line.<br>The total area of the figure is 80 square centimeters ($cm^2$).<br>The student found the area of half of the triangles because the triangles are divided by dashed lines. |
| 8 | Number & Operations | **Sample Distractor Rationales:**<br>**Correct**<br>$-8 < -6 < 0 < 7$<br>**Incorrect**<br>$0 < -6 < 7 < -8$<br>The student ignored the negative signs.<br><br>$-6 < -8 < 0 < 7$<br>The student knew that the negative numbers were smaller, but didn't know how to order –6 and –8. |

| Mathematics | | |
|---|---|---|
| **Number** | **Reporting Category** | **Item Distractor Rationales** |
| 9 | Data & Probability | **Sample Distractor Rationales:**<br>**Correct**<br>  <br>**Incorrect**<br> <br>The student chose all events that are possible with two spins on the same spinner.<br> <br>The student chose all events that are possible with two individual spins of either spinner. |
| 10 | Algebraic Reasoning | **Sample Distractor Rationales:**<br>**Correct**<br>  <br>**Incorrect**<br>  <br>The student did not know how to apply the distributive property. |

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# ANSWER SHEET

## ENGLISH LANGUAGE ARTS

| | | | | |
|---|---|---|---|---|
| 1 | A | B | C | D |
| 2 | F | G | H | J |
| 3 | A | B | C | D |
| 4 | CR | | | |
| 5 | A | B | C | D |
| 6 | F | G | H | J |
| 7 | A | B | C | D |
| 8 | F | G | H | J |
| 9 | A | B | C | D |
| 10 | F | G | H | J |

STOP

## MATHEMATICS

| | | | | |
|---|---|---|---|---|
| 1 | A | B | C | D |
| 2 | F | G | H | J |
| 3 | A | B | C | D |
| 4 | F | G | H | J |
| 5 | A | B | C | D |
| 6 | F | G | H | J |
| 7 | TEI | | | |
| 8 | TEI | | | |
| 9 | TEI | | | |
| 10 | TEI | | | |

STOP

OKLAHOMA
Education